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permit the class to choose optional for regular experiments. In this way the bright student never gets far ahead of the class, and the dull one may substitute an experiment he is interested in for one he has trouble to understand. Under this head I put such experiments as the spherometer, Young's modulus of elasticity, the levers of the second and third class, gas pressure and water pressure in the city mains, the water motor, coefficient of expansion of air, heat of fusion, heat of vaporization, specific heat, the efficiency of an alcohol lamp, the horse-power of a small steam engine, the construction of a telegraph line, the construction and operation of a telephone line, the electric bell, the motor, the printing of the magnetic field, etc. This list varies each year to suit the temperament of the students.

Excursions may be made profitable, if well planned, and the class is handled in small groups. If, however, the class has nothing definite as to what is to be seen and studied, the instructor will do well to stay at home with his flock.

DEPARTMENT OF PUBLIC SPEAKING

F. M. BLANCHARD

About twenty-five teachers and principals were in attendance at the conference held by the Department of Public Speaking. Great interest was shown in the discussion of the annual contest, and the general subject "Oral Expression in the Secondary Schools."

It was the opinion of all present that in the future more care should be exercised in securing uniformity in the selections presented at the annual contest. It was agreed that the young women should all give standard poetry, and the young men, oratorical prose. It was requested that the Department of Public Speaking of the University of Chicago send to all competing schools notice of these restrictions, together with a list of authors from whose works selections might properly be taken. The Department of Public Speaking agreed to do this at an early date, in order that the best possible results might be expected from the next contest.

In considering the subject of oral expression in the schools, it came to light that some schools have regularly organized departments of public speaking; some have the work correlated with the work in English; while some have no training whatever, save possibly a little coaching given a representative just before the annual contest. All agreed that equally good results should not be expected from these different systems. It was the general desire that oral expression might be given a large place in the English departments of all the schools.